



## EYFS Pre-school Curriculum

At Maidensbridge, the Pre-school Early Years Team deliver an EYFS curriculum through high quality teaching alongside an enriched environment which grows with the children's needs. Our philosophy is to nurture every child's curiosity and enthusiasm for learning; developing skills, knowledge and confidence as they take their first steps on their unique journey of lifelong learning.

Development Matters has been used alongside staff professional knowledge to develop our pre-school curriculum and the progression stages for each term to ensure children are on track before they move to Reception. We acknowledge that every child and every cohort is different and come with different levels of knowledge and prior experiences to build upon. Not all children will make the same levels of progress, or progress at the same rates. Our curriculum is therefore flexible and personalised to the individual learners but also includes seasonal and cultural events and reflects the first stages in a child's curriculum journey at Maidensbridge.

Our curriculum is further enhanced through weekly forest school sessions. Forest School is a holistic approach to learning, and develops skills for lifelong learning. It can cover all of the six areas of learning, encouraging children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves.

### **Intent**

The intent for our children is to enter the Early Years stage of their education ready to embrace new challenges with confidence, resilience and a positive mindset.

**We engage** our pupils in a stimulating environment led by the children yet carefully organised and managed by adults.

**We provide** a curriculum that is responsive to individual starting points and needs.

**We encourage** our children to take the lead in their own learning with confidence to explore new ideas, think about problems, take risks and seek challenge.

**We develop** high levels of engagement, curiosity, collaboration and co-operation.

**We build** confidence. Ensuring children respect the opinions and values of themselves and others.

## EYFS Pre-school Long Term Plan

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is Me!	All about Colours!	Our World and Beyond	Step into Spring	People who help us	Summer Fun
<i>These themes maybe adapted to allow for children's interest.</i>	New Beginnings- Starting Pre-school Nursery rhymes Birthday's Autumn Halloween	Nursery Rhymes Bonfire Night Diwali Nativity Christmas	Winter-weather Valentine's Day Lunar New Year Space	Shrove Tuesday Spring- weather/New Life Animals Farms Easter celebrations	Helping others Fire fighter Police Doctors/nurses	Where in the world have you been? At the seaside Caring for our world Growing and looking after plants
<b>Core Texts</b>	Lulu's First Day Marvellous Me Owl Babies Room on the Broom	The Rainbow Fish Elmer My First Rama and Sita The Gruffalo The Gruffalo Child Stick Man	Percy the park Keeper-One Snowy Night Maisy's Chinese New Year/ I love Chinese New Year Whatever Next? Love is in the Little Things	Super worm That's My Flower Hello Spring Ergo Old Macdonald had a Phone We are Going on a Egg Hunt	Real Superheroes Doctorsaurus Non-fiction -Police	Hello Summer You Can't Take an Elephant on Holiday The Sea Below the Toes The Mess we Made
<b>Special Days &amp; Enrichment Opportunities</b>	<ul style="list-style-type: none"> <li>• Autumn Walk</li> <li>• Birthday party</li> <li>• Harvest</li> <li>• Halloween</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Remembrance Day</li> <li>• Christmas Workshop</li> <li>• Christmas Play</li> <li>• Christmas party day</li> <li>• Save the children Christmas jumper day.</li> <li>• Diwali celebration</li> </ul>	<ul style="list-style-type: none"> <li>• Lunar new year celebration</li> <li>• Food tasting Chinese New Year</li> <li>• Holi colour festival</li> <li>• Biscuit decorating.</li> <li>• NSPPC number day</li> <li>• Children in need tea party</li> </ul>	<ul style="list-style-type: none"> <li>• Pancake making</li> <li>• World Book Day</li> <li>• Easter</li> <li>• Farm Visit</li> <li>• Living Eggs</li> <li>• Mother's Day celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• People who help us visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Sports Day</li> <li>• Seaside day</li> <li>• Summer Disco</li> </ul>

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<p><b>Communication and Language</b></p> <p><i>C&amp;L underpins all aspects of the EYFS. It is embedded in daily routines.</i></p> <p><i>There will be daily opportunities to join in with:</i></p> <p><i>Registration</i></p> <p><i>Rhyme Time (daily rhyme bags)</i></p> <p><i>Listening to a star story (Favourite Five)</i></p> <p><i>Let's talk time</i></p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond to a simple instruction.</li> <li>• Begin to develop appropriate listening skills including sitting still, looking at the person who's talking and staying quiet at appropriate times.</li> <li>• Listen and respond to simple stories.</li> <li>• Start a conversation with an adult or a friend and continue it.</li> <li>• Start to talk about their themselves, their own families and home life.</li> <li>• Listen to and join in with nursery rhymes.</li> <li>• Develop and use a wider range of vocabulary.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Understand and follow simple instructions.</li> <li>• Understand why questions.</li> <li>• Listen to simple stories and answer simple questions about the events.</li> <li>• Start to develop a conversation that continues with many turns.</li> <li>• Talk about their home life, experiences, and different celebrations.</li> <li>• Join in with nursery rhymes.</li> <li>• Develop and use a wider range of vocabulary.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Understand simple questions and instructions.</li> <li>• Listen to simple stories and ask questions and what is happening.</li> <li>• Start to develop a conversation jumping from topic to topic.</li> <li>• Recite some nursery rhymes independently.</li> <li>• Develop and use a wider range of vocabulary.</li> <li>• Develop conversations in pretend play.</li> </ul>	

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<b>Personal, Social and Emotional Development</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Build bonds with Key Workers.</li> <li>Find ways of managing transitions, for example from their parent to their key person and calming themselves.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Try out new activities and select resources independently.</li> <li>Play alongside other children.</li> <li>Learn to use the toilet with help and then independently.</li> </ul>		<b>Children will:</b> <ul style="list-style-type: none"> <li>Show confidence in asking different adults for help.</li> <li>Select and use resources independently.</li> <li>Show effortful control being able to wait their turn.</li> <li>Start to play with and develop friendships with other children.</li> <li>Learn to use the toilet with help and then independently.</li> </ul>		<b>Children will:</b> <ul style="list-style-type: none"> <li>Grow in independence, rejecting help.</li> <li>Select and use resources independently.</li> <li>Show control in being able to wait their turn.</li> <li>Develop friendships with other children.</li> <li>Show more confidence in new social situations.</li> <li>Learn to use the toilet with help and then independently.</li> </ul>	
	<b>SCARF- Me and My Relationships</b> Share their likes and dislikes. Describe and name different feelings using words like happy, sad and angry. Names the different features of their face and parts of their body. Speak positively about themselves Name some key adults who can help them Talk about their families and special people.	<b>SCARF- Valuing Difference</b> Talk about the things they are good at. Spot similarities and differences between themselves and their peers. Talk about the differences in nature. Start to recognise the differences amongst families. Show kindness by including others. Talk about how they can help others.	<b>SCARF -Keeping Safe</b> Name and talk about people who care for them. Talk about what makes them feel safe. Recognise a 'funny tummy' feeling when something feels wrong and what to do. Name dangers both inside and outside and how to avoid getting hurt. Name things in the environment that keep us safe.	<b>SCARF -Rights and Respect</b> Talk about how healthy food and keeping clean can help our bodies. Name some healthy foods. Name some of things they can do to help at home. Talk about how they can start to look after their friends and family. Show care for their learning environment. Talk about what is special in the natural world and name some	<b>SCARF -Being My Best</b> Name what their body needs for energy. Describe how they feel when they don't get enough food, water, exercise or sleep. Talk about how it feels when you find something hard. Think of ways to encourage others. Try new activities they wouldn't usually try.	<b>SCARF -Growing and Changing</b> Describe seasonal changes. Use vocabulary relating to change such as hot, cold. Describe the life cycle of an animal. Talk about how babies change as they grow. Explain what babies need to grow. Talk about the similarities and differences between girls and boys. Understand that families can be different.

			<p>Talk about hoe to keep their bodies safe.</p> <p>Talk about safe and unsafe items in the home.</p> <p>Talk about who can give medicine to children and why.</p>	<p>ways they can help look after it.</p>		
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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Physical Development</b></p> <p>Children have daily access to the outdoor area and have a weekly forest schools' session.</p> <p>Letter join programme used for gross motor and patterns.</p>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Handwashing /Hygiene routines.</li> <li>• Learning to use the equipment safely.</li> <li>• Build independently with a range of appropriate resources.</li> <li>• Clap and stamp to music.</li> <li>• Explore different materials and tools.</li> <li>• Start to develop independence as they get dressed and undressed.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Show an increasing desire to be independent.</li> <li>• Gross motor skills developed through different large-scale creative work.</li> <li>• Move with control and co-ordination and in a range of ways in time to music.</li> <li>• Use a comfortable grip when using pens and pencils.</li> <li>• Begin to mark make and follow patterns.</li> <li>• Start to use one handed tools and equipment with independence. (scissor control).</li> <li>• Be increasingly independent as they get dressed and undressed.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Build independently with a range of appropriate resources.</li> <li>• Enjoy moving when outdoors and inside.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Begin to form letters from their names.</li> <li>• Use one handed tools and equipment with independence. (scissor control).</li> <li>• Independently get dressed and undressed.</li> </ul>	
	<p><b>Get Set4 PE</b> <b>Introduction to PE- Unit 1</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Moving safely</li> <li>• Stopping with control</li> <li>• Use equipment safely</li> <li>• Following a path</li> <li>• To play as a group</li> <li>• To follow, copy and lead a partner</li> </ul>	<p><b>Get Set4 PE</b> <b>Ball Skills-Unit 1</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Rolling a ball</li> <li>• Stopping a rolling ball</li> <li>• Throwing at a target</li> <li>• Bouncing and catching</li> <li>• Kicking and dribbling a ball</li> </ul>	<p><b>Get Set 4 PE</b> <b>Dance-Unit 1</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Exploring moving different body parts</li> <li>• Exploring directions and levels</li> <li>• Coping and repeating actions</li> </ul>	<p><b>Get Set4 PE</b> <b>Fundamentals Unit 1</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Developing balance</li> <li>• Running and stopping</li> <li>• Changing direction</li> <li>• Jumping and landing</li> <li>• Hopping</li> <li>• Exploring different ways of traveling</li> </ul>	<p><b>Get Set4 PE</b> <b>Games-Unit 1</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Running and stopping</li> <li>• Throwing and keeping a score</li> <li>• Playing tag games</li> <li>• Taking turns</li> <li>• Playing team games</li> </ul>	<p><b>Get Set4 PE</b> <b>Gymnastics -Unit 1</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Copying and creating shapes with their bodies</li> <li>• Developing balancing</li> <li>• Jumping and landing</li> <li>• Rocking and rolling</li> <li>• Creating short sequences</li> </ul>

## EYFS Reception Curriculum Plan

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Literacy</b>	<p><b>Children will:</b> <b>Reading</b></p> <ul style="list-style-type: none"> <li>• Enjoy looking at books and reading with an adult</li> <li>• Share fiction and non-fiction books</li> <li>• Repeat some of the words and phrases from familiar stories</li> <li>• Say some of the words in songs and rhymes</li> </ul>	<p><b>Children will:</b> <b>Reading</b></p> <ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult or independently</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone</li> <li>• Recall some of the main events in the stories we read</li> <li>• Join in repeated phrases in stories and rhymes</li> </ul>	<p><b>Children will:</b> <b>Reading</b></p> <ul style="list-style-type: none"> <li>• Understand the concepts in print</li> <li>• Recognise their own name</li> <li>• Start to develop play around favourite stories</li> <li>• Retell parts of the stories we have read</li> <li>• Fill in missing words in rhymes that we sing</li> <li>• Begin to count/clap the syllables in new words</li> </ul>	<p><b>Children will:</b> <b>Reading</b></p> <ul style="list-style-type: none"> <li>• Develop play-around favourite stories.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, sounds, and tempo.</li> <li>• Begin to count/clap the syllables in new words that they learn.</li> <li>• Hear and sort words with the same initial letter Sound.</li> </ul>	<p><b>Children will:</b> <b>Reading</b></p> <ul style="list-style-type: none"> <li>• Ask questions about the book.</li> <li>• Name the different parts of the books.</li> <li>• Retell stories we have read and talk about what happened in them.</li> <li>• Continue to spot and suggest rhymes.</li> <li>• Begin to count/clap the syllables in new words that they learn.</li> </ul>	<p><b>Children will:</b> <b>Reading</b></p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories learning new vocabulary.</li> <li>• Learn that English is read from top to bottom and left to right.</li> <li>• Count/clap the syllables in new words that they learn.</li> <li>• Hear and sort words with the same initial letter sound.</li> </ul>

	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Make marks with a range of writing tools or fingers eg in sand, paint, on foil, brushes, felt tips, crayons, etc.</li> </ul> <p><b>Letter join programme used for gross motor and patterns.</b></p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• To begin to develop an effective grip.</li> <li>• Begin to draw pictures and say what they have drawn.</li> </ul>	<p>that they learn</p> <ul style="list-style-type: none"> <li>• Hear and sort words with the same initial letter Sound.</li> <li>• RWI picture cards linking to sounds</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Give the marks they make a meaning. (e.g. that's mommy, it's a dinosaur)</li> </ul>	<ul style="list-style-type: none"> <li>• RWI picture cards linking to sounds.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Continue to practise tracing over their name or begin to copy their name.</li> <li>• Write for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Hear and sort words with the same initial letter sound.</li> <li>• RWI picture cards linking to sounds.</li> <li>• RWI Fred talk/Fred games</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Begin to write their name independently</li> <li>• Begin to use their print and letter knowledge to write for different purposes. Lists, labels for models they've made, cards, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• RWI picture cards linking to sounds.</li> <li>• RWI Fred talk/Fred games</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write some or all their name independently</li> <li>• Write for different purposes. (lists, labels for models they've made, cards, etc)</li> </ul>
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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Collect objects, compare and talk about amounts.</li> <li>Make collections the same.</li> <li>Explore and play with shapes.</li> <li>Select shapes for a reason.</li> <li>Start to join in with repeats.</li> <li>Hear and join in saying some number names.</li> <li>Practise saying number names in order.</li> <li>Begin to count actions.</li> <li>Copy fingers to represent 1, 2,3</li> <li>Point to 1, 2, 3.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Join in with repeated actions and songs.</li> <li>Respond to simple positional language.</li> <li>Recognise when two objects are the same shapes.</li> <li>Sort shapes and objects into simple categories.</li> <li>Show 1, 2,3 fingers when asked.</li> <li>Label amounts as 1, 2 or 3.</li> <li>Talk and move into simple positions.</li> <li>Explore and make simple pattern arrangements.</li> <li>Count 3 objects with one-to-one correspondence.</li> <li>Make collections the same using same and large objects.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>Match simple shapes.</li> <li>Follow simple routes.</li> <li>Recognise 1, 2 and 3 in different arrangements.</li> <li>Explore repeating patterns and make own patterns.</li> <li>Mat dot patterns.</li> <li>Show 1, 2,3, 4 or 5 fingers when asked.</li> <li>Label amounts as 1, 2, 3, 4 or 5.</li> <li>Count 5 objects with one-to-one correspondence.</li> <li>Recognise 1, 2, 3, 4 or 5 in different arrangements.</li> <li>Match, count and compare objects.</li> </ul>	
	<p><b>White Rose Maths Comparison 1</b> More than, fewer than, same</p> <p><b>Shape, space and measure 1</b> Explore and build with shapes and objects</p> <p><b>Pattern 1</b> Explore repeats</p>	<p><b>Counting 1</b> Hear and Say number names</p> <p><b>Counting 2</b> Begin to order number names</p> <p><b>Subitising 1</b> I see 1, 2, 3</p>	<p><b>Pattern 2</b> Join in with repeats</p> <p><b>Shape, space and measure 2</b> Explore position and shape</p> <p><b>Subitising 2</b> Show me 1,2,3</p> <p><b>Counting 3 (2 weeks)</b> Move and label 1,2,3</p>	<p><b>Space, shape and measure 3</b> Explore position and routes</p> <p><b>Pattern 3</b> Explore patterns</p> <p><b>Counting 4</b> Take and give 1,2,3</p> <p><b>Comparison 2</b> Compare and sort collections</p>	<p><b>Space, shape and measure 4</b> Match, talk, push and pull</p> <p><b>Subitising 3</b> Talk about dots</p> <p><b>Pattern 4</b> Lead on own repeats</p> <p><b>Subitising 4</b> Make games and actions</p> <p><b>Counting 5</b> Show me 5</p>	<p><b>Shape, space and measure 5</b> Start to puzzle</p> <p><b>Pattern 5</b> Making patterns together</p> <p><b>Pattern 6</b> My own pattern</p> <p><b>Counting 6</b> Stop at 1,2,3,4,5</p> <p><b>Comparison 3</b> Match, sort, compare</p>

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General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Understanding the World</b>	<b>Children will:</b> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Talk about themselves and begin to make sense of their own life-story and family's history.</li> <li>Talk about what they see and experience, using a range of vocabulary.</li> <li>Talk about members of their immediate family and community.</li> <li>Start to develop positive attitudes about the differences between people.</li> <li>Start to develop an understanding of different festivals and celebrations including birthdays, Harvest Festival, Halloween, Bonfire night, Remembrance Day, Diwali, Christmas.</li> <li>Explore natural materials, indoors and outside. Talk about the differences between materials and the changes they notice.</li> <li>Stick man- create and talk about our own family tree.</li> <li>Forest school</li> </ul>		<b>Children will:</b> <ul style="list-style-type: none"> <li>Talk about and discuss own experience of different weather and climates.</li> <li>Talk about what they see and experience, using a widening range of vocabulary.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Continue to develop an understanding of different festivals and celebrations including, Chinese New Year, Valentine's Day, Pancake Day and Easter.</li> <li>Understand the key features of the life cycle of an animal.</li> <li>Observe Living eggs</li> <li>Understand the key features of the life cycle of a plant.</li> <li>Plant seeds and care for growing plants.</li> <li>Plant sunflowers and green bean to see how they grow.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Start to explore how things work.</li> <li>Use their senses in hands-on exploration of natural materials. Talk about the differences between materials and the changes they notice.</li> </ul>		<b>Children will:</b> <ul style="list-style-type: none"> <li>Talk about what they see and experience, using a wide vocabulary.</li> <li>Show interest in different occupations.</li> <li>Talk about members of their immediate family and community.</li> <li>Talk about and discuss own experience of different weather and climates.</li> <li>Know that there are different countries in the world and talk about the differences they have seen or experienced.</li> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Explore how things work.</li> <li>Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and the changes they notice.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Show an interest in different occupation and speak with people who help us about their occupation.</li> <li>Forest school</li> </ul>	

		<ul style="list-style-type: none"> <li>• Start to explore collections of materials with similar and/or different properties</li> <li>• Forest school</li> </ul>				
	<p><b>Jigsaw RE</b></p> <p><b>Theme-</b> Special People</p> <p><b>Key Question-</b> What makes people special to me and others?</p> <p><b>Religions-</b> Christianity &amp; Judaism</p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Friends</li> <li>• Moses</li> <li>• Jesus</li> </ul>	<p><b>Jigsaw RE</b></p> <p><b>Theme-</b> Christmas</p> <p><b>Key Question-</b> What is Christmas to me and others?</p> <p><b>Religions-</b> Christianity</p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• Jesus</li> <li>• Mary</li> <li>• Joseph</li> <li>• The Christmas Story</li> </ul>	<p><b>Jigsaw RE</b></p> <p><b>Theme-</b> Celebrations</p> <p><b>Key Question-</b> How do I and other people celebrate?</p> <p><b>Religions-</b> Santana Dharma</p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Persian New Year</li> <li>• Holi</li> </ul>	<p><b>Jigsaw RE</b></p> <p><b>Theme-</b> Easter</p> <p><b>Key Question-</b> What is Easter to me and others?</p> <p><b>Religions-</b> Christianity</p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• Spring</li> <li>• A Christian celebration</li> </ul>	<p><b>Jigsaw RE</b></p> <p><b>Theme-</b> Stories and Me</p> <p><b>Key Question-</b> What can we learn from stories?</p> <p><b>Religions-</b> Various</p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• A collection of stories from different faiths</li> </ul>	<p><b>Jigsaw RE</b></p> <p><b>Theme-</b> Special Places and Me</p> <p><b>Key Question-</b> What makes place special to me and others?</p> <p><b>Religions-</b> Christianity, Judaism and Islam</p> <p><b>Learning Focus:</b></p> <ul style="list-style-type: none"> <li>• My home</li> <li>• Special places for faiths</li> </ul>

## EYFS Pre-school Curriculum Plan

General Themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Expressive Arts &amp; Design</b>	<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Explore a range of mark making tools and make marks on a range of surfaces e.g. foil, sand, shaving foam, cling film.</li> <li>• Explore painting using brushes of different thicknesses. Talk about using thinner ones for adding details such as facial features and larger ones for large spaces such as the body of a person/animal.</li> <li>• Play imaginatively with different small world toys or in the role play area.</li> <li>• Take part in role play in the home corner (living room, kitchen, Dolls) and Santa's work shop.</li> <li>• Recreate stories with puppets and masks - Gruffalo, Rama and Sita.</li> <li>• Show attention to sounds and music in the environment.</li> <li>• Learn how to do printing using natural objects/harvest fruit and veg when learning about Autumn - leaf printing, veg and fruit printing. Can they choose the correct colour?</li> <li>• Create firework pictures for bonfire night and Diwali in different ways.</li> <li>• Create Rangoli patterns by colouring, using coloured rice, chalks outside and diva lamps using clay for Diwali.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Continue to explore mark making tools.</li> <li>• Create winter creative activities using different materials.</li> <li>• Use their senses to explore some flowers and talk about their features then have a go at painting them. (observational painting)</li> <li>• Create a dragon using a range of materials. Begin to learn how to join materials together.</li> <li>• Join in with songs and rhymes with actions.</li> <li>• Create a collage making their own pattern on a picture of a farm animal - sheep, horse, cow. (E.g. provide black/brown bits of paper and wool for mane - horse)</li> <li>• Paint a farm animal thinking carefully about its features (snout, curly tail, pointy ears) and add some mud to brown paint to add texture to its muddy patches.</li> <li>• Create own farm scene, tractors, animals using a variety of construction toys.</li> <li>• Create stories using the small world animals.</li> </ul>		<p><b>Children will:</b></p> <ul style="list-style-type: none"> <li>• Continue to explore mark making tools</li> <li>• Use their senses to explore some flowers and talk about their features then have a go at painting them. (observational painting)</li> <li>• Continue to create stories using the small world animals, sea creatures.</li> <li>• Create sea creatures by drawing, painting, collage, sticking using a variety of materials. Look closely at pictures of them in books and photos and identify the colours needed.</li> <li>• Sing a range of songs about sea</li> <li>• Explore a range of instruments.</li> <li>• Explore different materials and how they may affect the environment</li> <li>• Produce a poster to promote looking after our environment</li> <li>• Take part in pretend play around the seaside- sand and water</li> <li>• Continue to develop stories using small world.</li> <li>• Alternate role play area (home corner) police station, vets, fire station and hospital.</li> <li>• Visits from West Midlands Police, fire and ambulance.</li> </ul>	

	<ul style="list-style-type: none"><li>• Make, bake and eat Gruffalo crumble.</li><li>• Create Christmas crafts for their family.</li><li>• Dance expressively to Christmas music.</li><li>• Join in with songs and rhymes with actions.</li><li>• Explore a range of instruments.</li><li>• Take part in a nativity in front of an audience.</li></ul>	<ul style="list-style-type: none"><li>• Join in with songs and rhymes with actions.</li><li>• Explore a range of instruments.</li><li>• Create, make and play in our own space rocket</li><li>• Learn and remember a Mother's Day song and perform it to special adults</li><li>• Explore colour and colour mixing as part in a colour festival (Holi)</li></ul>	<ul style="list-style-type: none"><li>• Create own badges to wear for being helpful.</li></ul>
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